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AUTHOR Wright, William A.
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ABSTRACT

Data were collected from the American Council on Education's Cooperative Research Program Student Information Form, which, since 1966, has been gathering longitudinal information on students at a national sample of colleges and universities. The University of Maryland Baltimore County participated in this program for the first time in 1973. This comparative report describes the differences between the UMBC entering freshmen on the following variables: demographic characteristics, high school academic achievement, career plans, attitudes and life goals. Significant differences in career plans and academic achievement are attributed to the socioeconomic composition of the entering class at UMBC. Similarities in attitudes and life goals to the national norms are attributed to pervasive acculturation effects of the mass media. (Author)

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COMPARISON OF FALL 1973 UNIVERSITY OF MARYLAND BALTIMORE COUNTY FRESHMEN TO THE FRESHMEN NATIONAL NORMS ON THE A.C.E. STUDENT INFORMATION FORM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by:

William A. Wright
Director
Office of Institutional Research
University of Maryland Baltimore County

June 1974

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INTRODUCTION

The data for this study came from the American Council on Education's Cooperative Institutional Research Program (CIRP), which, since 1966, has been gathering longitudinal data on students at a national sample of colleges and universities. UMBC participated in this program for the first time in 1973. The main objective of the CIRP is to assess the impact of different college environments on student's development. To carry out this objective, ACE uses three main mechanisms. First, large-scale annual surveys of entering first-time freshmen at each of the participating institutions are conducted; these surveys provide information on student's characteristics at the time of college entry (entry data). Second, samples of the original participants are followed up periodically (e.g., at the end of the freshman year and four years after college entry); these follow-up surveys provide longitudinal information on student's characteristics after exposure to the college environment (output data). Third, information is obtained on administrative policies, faculty, physical plant, social climate, and other characteristics of institutions; this information comprises the intervening variables.

THE VARIABLES

In the 6 years that the survey has been administered many of the questions have changed and so have some of the categories of responses. In each of the years a different weighting factor was applied to the cohort groups so that they would represent the total U.S. population of entering freshmen. Comparisons over time should be made with the greatest caution because of the sizes of the weighted N's. In the comparison of UMBC's 1973 response-percentages to other public universities the standard error is .5996 (i.e., in comparisons involving item response-percentages for independent norm groups or cohorts, the standard error of difference is approximately equal to the square root of the sum of the squared sampling errors).

DEMOGRAPHIC CHARACTERISTICS

The age data for the 968 UMBC students completing the survey indicate that the freshmen are starting their college career immediately following high-school graduation. We are enrolling a significantly larger proportion of minority students than is true of the national freshmen population (Question 1). Our proximity to a large urban center and the availability of public transportation accounts partially for the difference; the national data indicates that the large state universities are located 100-500 miles from the students' homes whereas 90% of our students come from within 11-50 miles of our campus (Question 6). Over 3/4 of our students expected to reside at home (Question 16) while nationally the large majority reside in college dorms. A larger share of our students come from small families than do their counterparts nationally and a significantly higher proportion of our students are the first in their families to attend school (Question 17). Most of our freshmen, like most freshmen everywhere, held jobs during their last year in high school (Question 20).

Almost half of our students had both parents working during their high school years (Question 18, 19). The median family income (Question 22) was $10,000-$13,000 for the freshmen class of 1967; it has since climbed to $15,000-$20,000. Half our students' fathers and 69% of their mothers had no education past a high school diploma; only 16% of their fathers and 8% of their mothers had a college education (Question 23,24). Almost two thirds of our students expressed concern (Question 26) over their ability to finance their undergraduate education. At the beginning of the freshman year, over two thirds of our students expected to rely on earnings from part-time or summer work to finance their education. Almost 50% expected to draw on savings. Over 85% expected some financial support from their parents and almost 40% expected some form of financial aid from UMBC (Question 27).

ACADEMIC ACHIEVEMENTS, CAREER PLANS, ATTITUDES AND LIFE GOALS

Nationally over 50% of the freshmen class had earned over a B+ average, while only 40% of our freshmen attained that level. We also had a significantly larger number of C students than was the case generally (Question 5).

Over half of our students applied to other colleges, besides UMBC, like their counterparts nationally. However, over a third of the UMBC students were unacceptable at any of the other colleges to which they applied, while nationally only a sixth of the students were not acceptable at more than one institution (Question 8). The most persistently mentioned influences affecting decisions to attend a particular college, both nationally and at UMBC, was the academic reputation of the institution, low tuition, and the specialization of its academic program (four times greater at UMBC than nationally). Our students also indicated that their desire to remain at home was a strong factor in their decision to attend UMBC.

Compared to national data, a significantly higher proportion of our students came to UMBC because their parents wanted them to come here. A significantly larger number of our students than others were influenced by their high school counselors in their choice of UMBC (Question 9). The number of our students planning to secure an undergraduate degree elsewhere is three times higher than the national average, perhaps because so many of our students intend to pursue careers as professionals; their choice of curricula leading to careers of that kind substantially exceeds the national proportions (Questions 10-13).

In consonance with the national norms, UMBC's freshmen were motivated to their career choices by an intrinsic interest in the field, and an altruistic desire to work with and be helpful to other people, and to make a contribution to society (Question 13,14). Over 50% of our freshmen were from the Roman Catholic and Jewish faiths; a significantly larger proportion than the national norms (Question 28).

A smaller proportion of our students than of those elsewhere consider themselves middle of the road or conservative in their political orientation. Over two thirds of the freshmen expect their university experience to be a means of developing a philosophy of life, of acquiring the knowledge to be an authority in their field, and of enabling them to help others in difficulty. They also have the goal of becoming very well off financially.

In the area of political beliefs, they hold rather strongly (over 94%) that the government should control pollution, protect the consumer and compel the wealthy to pay more taxes. They agree strongly that UMBC should use the same degree standards for all and that students should help evaluate the faculty (Question 36).

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
1. Age				
16 or younger	0.1	0.1	0.1	0.3
17	3.6	3.7	4.3	7.1
18	81.4	79.4	80.4	83.6
19	12.5	14.7	13.9	7.0
20	0.8	0.9	0.7	1.0
21	0.3	0.3	0.2	0.3
22	1.3	0.0	0.1	0.1
23-25	0.0	0.7	0.2	0.4
26-29	0.0	0.2	0.0	0.1
30 or older	0.0	0.0	0.1	0.1
2. Citizenship				
Native born U.S. citizen		97.8	97.6	97.3
Naturalized U.S. citizen		1.7	1.7	2.0
Not a U.S. citizen		.5	1.7	.7
3. Racial Background				
Caucasian	93.4	95.3	95.9	82.9
Black	1,8	3.2	2.4	16.0
American Indian	.6	1.3	.9	.3
Oriental	1.0	.7	.7	.5
Other	3.2	1.0	.9	.7
Mexican-American/Chicano	.0	.5	.4	.2
Puerto-Rican American	.0	.1	.2	.0
4. Year Graduated from High School				
1973			97.2	97.2
1972		96.2	1.7	1.6
1971			.3	.3
1970 or earlier			.5	.6
H.S. Equivalency (G.E.D. Test)			.1	.3
Never completed high school			.2	.0
5. Average Grade in High School				
A or A+	7.1	9.7	11.5	6.8
A-	13.5	15.6	15.5	9.0
B+	21.3	24.6	26.2	25.4
B	24.8	26.0	25.9	30.5
B-	14.3	12.5	11.6	13.7
C+	11.3	7.8	5.8	9.7
C	7.4	3.6	3.3	3.8
D	.3	.1	.1	.2

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
6. Distance from Home to School				
5 miles or less		6.2	5.0	13.6
6-10 miles		7.6	6.6	21.4
11-50 miles		15.1	18.2	57.6
51-100 miles		20.6	21.1	5.6
101-500 miles		43.5	43.4	1.6
More than 500 miles		7.1	5.6	.1
7. Number of Applications to Other Colleges				
None	56.0	47.8	49.5	40.1
One	21.2	21.0	20.6	29.7
Two	12.4	15.5	14.4	18.9
Three	6.1	8.4	8.0	7.3
Four	2.5	4.0	4.0	2.4
Five	1.1	1.8	1.9	1.0
Six or more	.8	1.5	1.6	.3
8. Number of College Acceptances				
This college only	50.2	41.3	16.6	35.4
One other	28.1	28.4	22.8	34.4
Two other	14.3	17.9	24.3	21.4
Three others	5.1	7.8	17.8	6.4
Four others	1.5	2.8	9.9	1.8
Five others	.4	1.0	4.2	.3
More than 5 others	.3	.7	4.5	.2

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
9. Major Influences in Deciding to Attend this College				
Parents wanted me to come here	44.0	8.3	6.8	10.3
Wanted to live away from home	20.5	27.3	23.8	16.1
Teacher advised me	18.3	--	3.8	3.7
Has a good academic reputation	52.8	56.3	58.8	58.2
Offered financial assistance	--	12.7	10.7	15.8
Advice of someone who attended	18.1	16.4	20.0	15.8
Offers special education program	--	24.9	25.4	41.5
Has low tuition	20.9	21.3	24.8	32.1
Advice of guidance counselor	3.2	3.9	5.9	7.8
Wanted to live at home	--	6.3	6.3	23.7
Could not get a job	--	--	1.0	3.1
Social life of the college	10.1	--	--	--
Other extracurricular activities	6.1	--	--	--
Athletic program of college	5.8	10.2	--	--
Grad or coll representative	11.8	--	--	--
Most students are like me	6.9	3.4	--	--
Religous affiliations	1.3	--	--	--
Not accepted anywhere else	--	2.6	--	--
10. Highest Degree Planned Here				
None	2.5	4.3	3.3	8.6
Associate (or equivalent)	1.7	1.9	1.8	2.1
Bachelor's (B.S., B.A.)	41.3	68.0	70.0	74.7
Master's (M.A.,M.S.)	32.6	15.6	15.2	7.8
PhD., or Ed.D.	11.8	2.4	2.7	2.1
LL.B., or J.D. (Law)	1.9	2.1	2.1	.9
B.D. or M. Div. (Divinity)	.2	.1	.1	.2
Other	1.2	1.1	.8	1.3
M.D., D.O., D.D.S., or D V.M.	6.8	4.5	4.0	2.2
11. Highest Degree Planned Anywhere				
None		1.2	2.0	2.0
Associate (or equivalent)		1.2	.9	.3
Bachelor's (B.A., B.S.)		42.4	30.6	26.8
Master's (M.A., M.S.)		27.5	33.0	32.1
Ph.D. or Ed.D.		10.1	13.2	12.6
M.D., D.O., D.D.S., or DVM		10.7	11.9	17.6
LL.B., or J.D. (Law)		5.6	6.8	6.3
B.D. or M.Div. (Divinity)		.2	.3	.4
Other		1.1	1.3	1.9

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
12. Probable Major Field of Study				
Agriculture (incl. Forestry)	3.3	4.5	3.6	.5
Arts (Fine & Performing)	8.8	10.0	7.2	3.3
Biological Sciences	3.8	5.3	9.7	10.5
Business	11.8	9.2	13.8	6.0
Education	9.3	6.1	9.9	6.9
English	3.6	1.6	1.6	1.0
Engineering	11.4	7.3	9.8	.5
Health Professions	6.5	9.5	9.8	26.6
History & Geography	5.6	4.0	1.6	1.0
Home Economics	--	--	2.9	.5
Humanities (other)	4.0	3.7	2.8	2.0
Mathematics & Statistics	4.1	2.5	2.1	3.6
Physics & Chemistry	--	--	2.5	2.7
Physical Sciences (other)	3.7	2.4	1.1	1.4
Psychology	7.0	--	3.5	6.7
Social Sciences (other)	--	8.2	5.6	6.7
Social Work	--	--	1.6	2.4
Technical Fields	1.8	3.9	2.4	.9
Other Fields	4.0	4.3	4.1	8.7
Undecided	1.7	4.3	4.6	6.1
Pre-professional	9.8	13.3	--	--
13. Probable Career Occupation				
Artist (incl. performer)	6.7	6.9	3.5	1.7
Business mgmt.	--	--	5.4	2.5
Business (other)	9.5	7.7	7.1	2.8
Clergy or religious work	.3	.2	.3 12.5	.6 5.3
Doctor (M.D. or D.D.S.)	5.7	7.7	8.4	14.1
Educator (college teacher)	1.0	.6	.9	.5
Educator (secondary)	12.2	5.7	4.4	2.7
Educator (elementary)	6.6	4.3	3.0	2.7
Educator (specialist)	--	--	3.2	2.5
Engineer	10.6	6.5	9.1	2.2
Farmer or Forester	2.4	4.1	3.6	1.1
Health profession (non-M.D.)	6.2	10.1	9.7	20.8
Homemaker	--	--	.5	.0
Home Economist or Dietician	--	--	1.8	.3
Lawyer	4.5	5.9	6.2	5.6
Nurse	3.1	3.4	3.6	9.8
Research Scientist	4.1	3.4	4.4	5.1
Service Worker	--	--	.7	.6
Skilled worker	--	--	.7	.5
Semi-skilled or Unskilled worker	--	--	.2	.1
Social or Welfare Worker	--	--	2.4	3.3
Technologist	--	--	1.7	.8
Other occupation	16.7	18.2	7.5	5.8
Undecided	10.4	15.0	11.6	13.4
Unemployed	--	--	.2	.2

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AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES		UMBC
		1967	1972 1973	1973
14.	Reasons Checked as Very Important for Long-term Career Choice			
	Job openings available		51.4	49.6
	Rapid advancement		31.1	35.4
	High anticipated earnings		38.0	40.3
	Respected occupation		27.0	31.6
	Independence		40.8	47.4
	Chance for steady progress		44.7	7.8
	Contribution to society		48.4	56.0
	Avoid pressure		16.2	18.6
	Work with ideas		49.7	44.1
	Be helpful to others		60.0	69.4
	Work with people		57.9	66.8
	Intrinsic interest in field		72.1	76.7
15.	Credit Hours to be Taken During Fall Term			
	More than 18 hrs.		2.7	.6
	16-18 hrs.		55.5	19.7
	12-15 hrs.		39.4	75.8
	9-11 hrs.		1.7	3.7
	6-8 hrs.		.6	.3
	Less than 6 hrs.		.1	.0
16.	Residency During Fall Term			
	With parents or relatives		15.9	73.0
	Other private home or apartment		2.2	1.1
	College dormitory		78.3	26.5
	Fraternity or sorority house		1.6	.1
	Other campus housing		1.8	.1
	Other		.2	.3
17.	Brothers/Sisters Under 21			
	None		20.2	22.9
	One		31.0	31.5
	Two		23.5	21.2
	Three		13.5	12.5
	Four or more		11.8	11.9
17A.	Brothers/Sisters 21 or older			
	None		44.3	47.0
	One		28.1	28.7
	Two		17.4	15.2
	Three		6.5	6.1
	Four or more		3.7	3.0

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES		UMBC
		1967 1972	1973	1973
17B.	Brothers/Sisters in College			
	None		56.6	65.8
	One		34.3	27.2
	Two		7.5	5.4
	Three		1.3	.9
	Four or more		.4	.3
18.	Father Currently Employed			
	Yes, Full-time	92.8	93.9	93.0
	Yes, Part-time	1.2	1.1	.7
	Not now employed but was in past	5.9	5.0	6.3
	Not now employed and never was	.2	--	--
18A.	Father Employed When you Entered High School			
	Yes, Full-time		96.9	97.1
	Yes, Part-time		.8	.2
	No		2.3	2.7
19.	Mother Currently Employed			
	Yes, Full-time	32.2	34.0	32.9
	Yes, Part-time	16.8	17.5	16.9
	Not now employed but was in past	34.8	48.5	50.3
	Not now employed and never was	16.2	--	--
19A.	Mother Employed When You Entered High School			
	Yes, Full-time		30.1	31.1
	Yes, Part-time		15.9	17.0
	No		54.0	51.9
20.	Total Income Last Year Independent of Parents			
	None		14.2	27.3
	Less than $500		30.0	29.4
	$500-$999		27.0	19.7
	$1000-$1000		20.4	16.9
	$2000-$2999		5.6	3.9
	$3000-$4999		1.9	1.9
	$5000-$999		.6	.6
	$10,000 or more		.3	.3

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
21. Financially Independent This Year				
Yes			11.6	0.4
No			88.4	89.6
21A Financially Independent Last Year				
Yes			6.8	9.2
No			93.2	90.8
22. Estimated Parental Income				
Less than $3000	--	1.8	1.4	3.0
$3000-$3999	3.2	1.7	1.2	2.5
$4000-$5999	7.3	3.8	2.6	2.3
$6000-$7999	11.9	5.9	4.2	5.5
$8000-$9999	13.8	8.9	6.6	8.6
$10,000-$12.999	24.2	16.8	14.2	16.5
$12,500-$14,999	10.1	14.3	13.9	14.2
$15,000-$19,999	4.9	17.3	19.1	20.1
$20,000-$24,999	2.2	12.2	14.2	12.9
$25,000-$29,999	4.4	6.1	7.5	6.0
$30,000-$34,999	--	3.9	5.2	3.3
$35,000-$39,999	--	2.3	3.0	2.0
$40,000-$49,999	--	2.1	2.6	1.1
$50,000 or more	--	2.1	4.2	1.4
23. Father's Education				
Grammar school or less	6.6	4.6	3.9	7.6
Some High School	12.0	9.2	7.7	16.0
High School graduate	28.6	27.0	23.5	27.5
Post-secondary other than coll.	--	--	4.6	3.8
Some college	21.2	17.9	15.9	16.2
College degree	20.4	22.8	24.5	16.9
Some graduate school	--	3.5	3.4	2.3
Graduate degree	11.2	15.1	16.5	9.8
24. Mother's Education				
Grammar school or less	3.6	2.5	2.1	4.1
Some high school	9.7	7.3	6.0	14.6
High school graduate	42.3	42.2	38.0	49.9
Post secondary other than coll.	--	--	8.5	6.2
Some college	24.1	22.1	18.4	13.1
College degree	17.3	18.6	19.4	8.1
Some graduate school	--	2.8	2.8	1.1
Graduate degree	3.0	4.5	4.8	3.0

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
		1967	1972	1973	1973
25.	Spouse's Education				
	Grammar school or less			9.2	5.0
	Some high school			7.1	5.0
	High school graduate			32.5	50.0
	Post-secondary other than coll			4.9	5.0
	Some college			16.1	25.0
	College degree			18.2	5.0
	Some graduate school			2.5	5.0
	Graduate degree			9.5	.0
26.	Concern About Financing College				
	No concern	33.7	33.9	35.2	32.4
	Some concern	58.0	51.9	49.1	47.9
	Major concern	8.4	14.3	15.7	19.6
27A.	Support from Part-time or Summer Work				
	None			22.8	31.7
	$1-$499			47.7	54.2
	$500-$999			22.0	11.8
	$1000-$1999			6.5	2.1
	$2000-$4000			.9	.2
	Over $000			.1	.1
27B.	Support from Full-time Employment				
	None			91.0	92.0
	$1-$499			3.8	4.9
	$500-$999			3.0	1.9
	$1000-$1999			1.6	.6
	$2000-$4000			.4	.5
	Over $4000			.2	.1
27C.	Support from Savings				
	None			39.1	51.2
	$1-$499			39.6	39.1
	$500-$999			12.6	5.7
	$1000-$1999			6.2	3.1
	$2000-$4000			1.9	.5
	Over $000			.5	.5

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
		1967	1972	1973	1973
27D.	Support from Spouse				
	None			98.0	97.7
	$1-$499			.4	.8
	$500-999			.3	.5
	$1000-$1000			.5	.1
	$2000-$4000			.3	.7
	Over $4000			.3	.1
27E.	Support from Parental Family				
	None			12.3	14.1
	$1-$499			17.1	30.7
	$500-$999			15.0	29.2
	$1000-$1999			26.1	15.3
	$2000-$4000			21.9	6.6
	Over $4000			7.6	4.2
27F.	Support from Parent's (Military) Service Benefit				
	None			92.6	97.6
	$1-$499			1.8	1.3
	$500-$999			.8	.8
	$1000-$1999			.8	.4
	$2000-$4000			.3	.0
	Over $4000			.1	.0
27G.	Support from Parent's (SS Benefit)				
	None			93.7	93.7
	$1-$499			3.0	4.5
	$500-$999			1.7	1.1
	$1000-$1999			1.2	.4
	$2000-$4000			.3	.1
	Over $4000			.1	.1
27H.	Support from Personal (Military) Service Benefit				
	None			99.4	99.2
	$1-$499			.1	.1
	$500-$999			.1	.3
	$1000-$1999			.3	.1
	$2000-$4000			.1	.3
	Over $4000			.1	.0

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
		1967	1972	1973	1973
27I.	Scholarships or Grants				
	None			67.7	62.8
	$1-$499			16.0	18.4
	$500-$999			9.4	11.3
	$1000-$1999			5.0	6.1
	$2000-$4000			1.4	1.4
	Over $4000			.5	.0
27J.	Federally Ins. or College Loans				
	None			84.3	88.5
	$1-$499			4.6	6.0
	$500-$999			5.5	3.4
	$1000-$1999			4.8	1.5
	$2000-$4000			0.6	0.4
	Over $4000			0.2	0.2
27K.	Other Repayable Loan				
	None			93.5	95.8
	$1-$499			2.3	2.6
	$500-$999			1.9	.4
	$1000-$1999			1.7	1.0
	$2000-$4000			.4	.0
	Over $4000			.2	.1
27L.	Other Sources of Support				
	None			95.9	95.8
	$1-$499			2.1	2.0
	$500-$999			.9	.4
	$1000-$1999			.5	1.0
	$2000-$4000			.3	.0
	Over $4000			.2	.1

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

		NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
		1967	1972	1973	1973
28.	Current Religous Preference				
	Baptist			11.3	10.6
	Congregational (U.C.C.)			2.6	.9
	Eastern Orthodox			.5	1.1
	Episcopal			4.1	3.8
	Jewish	5.3		4.2	12.6
	Latter Day Saints (Mormon)			.3	.0
	Lutheran			8.4	6.5
	Methodist			13.7	10.8
	Muslim			.1	.1
	Presbyterian			8.3	2.5
	Quaker (Society of Friends)			.2	.1
	Roman Catholic	21.8		25.9	37.4
	Seventh Day Adventist			.1	.2
	Unitarian-Universalist			.6	.3
	Other Protestant	57.6		4.4	1.3
	Other Religion	6.1		3.2	2.7
	None	9.2		12.3	9.3
29.	Veteran				
	No		99.2	99.6	99.3
	Yes, served in Southeast Asia		.4	.2	.2
	Yes, did not serve in SE Asia		.4	.2	.5
30.	Political Orientation				
	Far left		2.3	1.8	2.3
	Liberal		35.7	34.1	39.4
	Middle of the Road		46.4	50.0	46.5
	Conservative		15.1	13.7	11.4
	Far right		.4	.4	.4
31.	Marital Status				
	Presently married		.8	.5	.4
	Presently engaged		1.9	1.7	2.5
	Seeing one person exclusively		33.3	33.9	36.9
	Dating, but no one steadily		45.9	46.6	43.9
	Not dating, in recent months		17.7	17.4	16.2

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
32. How Many Children Now				
None			99.4	99.2
Two			.3	.7
Three			.1	.0
Four			.0	.0
5 or more			.1	.1
33. Total Children Expected				
None			15.9	16.1
One			2.7	2.7
Two			47.2	47.6
Three			20.6	20.1
Four			8.6	7.4
5 or more			5.0	6.2
34. Students Estimate Chances are Very Good That They Will				
Change major field	19.1	20.9	19.2	14.2
Change career choice	19.6	21.6	18.0	13.9
Fail one or more courses	3.0	2.7	2.2	2.7
Graduate with honors	4.3	7.5	9.4	8.2
Be elected to student office	2.0	1.3	1.6	1.2
Join a social frat or sorority	32.7	17.2	17.3	7.6
Live in a coeducational dorm			31.2	18.5
Live in a commune while in college			1.5	2.4
Be elected to an honor society	3.7	4.9	5.8	4.4
Make at least a 'B' average		35.7	38.9	31.6
Need extra time to complete degree		4.4	4.3	3.7
Work at outside job		28.5	25.5	35.7
Seek vocational counseling		15.2	11.9	11.5
Seek individual counseling		5.8	5.1	6.0
Enroll in honors courses		9.9	0.6	6.6
Get a Bachelor's degree		75.5	77.8	80.4
Drop out temporarily	.9	2.1	1.8	2.7
Transfer to another college	7.9	10.7	9.7	21.0
Enter armed forces		1.6	.9	1.9
Be satisfied with college		60.6	57.6	44.0
Be successful after graduation		17.2	18.7	19.2
Find job in own field after grad		49.8	56.7	53.3
Get married while in college	8.9	9.0	7.7	7.2
Marry within a year after college	23.6	17.3	18.5	16.7
Drop out permanently	.4	.8	.9	1.2

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

	NATIONAL NORMS OF PUBLIC UNIVERSITIES			UMBC
	1967	1972	1973	1973
35. Objectives Considered to be Essential or Very Important				
Achieve in a performing art	11.1	11.6	20.4	15.9
Be an authority in my field	70.2	59.9	63.4	63.9
Obtain recognition from peers	42.4	35.2		
Perform or compose music	7.4			
Be an expert in finance	11.7	14.3		
Be administratively responsible	24.6	21.0	24.1	28.2
Be very well off financially	43.8	37.6	52.5	61.9
Help others in difficulty	59.8	65.2	61.5	68.3
Join the peace corps or Vista	18.1	15.9		
Become an outstanding athlete	11.1			
Become a community leader	25.3	14.5	30.4	27.2
Contribute to scientific theory	14.1	12.0		
Write original works	14.8	15.4		
Not be obligated to people	24.4	21.5		
Create works of art	15.8	19.2		
Keep up with political affairs	55.3	54.1		
Succeed in my own business	48.8	43.3	40.7	39.4
Develop a philosophy of life	85.9	74.4	7.13	66.7
Participate in community action		29.5		
Marry within next 5 years		28.8		
Influence polt. structure		16.5	15.0	14.7
Raise a family		29.7	29.5	31.1
Have an active social life		61.3	51.7	53.9
Have friends different from NE		65.5		
Help clean up environment		46.9	33.6	28.2
Keep up with political affairs			46.1	36.0

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION

THE AMERICAN FRESHMAN:
NATIONAL NORMS AND COMPARISON WITH UMBC

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36. Agree Strongly or Somewhat				
Gov't not controlling pollution		91.3	88.9	91.2
Gov't not protecting consumer		76.4	76.8	84.6
Gov't not desegregating quickly		47.5	45.6	44.5
Toomany rights for criminals		48.3	48.5	51.7
People should be paid equally		19.2	21.9	28.7
Women's activities best in home	52.7	30.3	25.0	24.7
Wealthy should pay more taxes		72.2	72.2	77.1
Marijuana should be legalized		50.7	50.0	55.4
Discourage large families	46.4	76.2	72.3	66.8
Women should get job equality		93.3	93.7	94.9
Can do little to change society	31.8	41.5	39.9	45.7
Col.regulate students off campus		8.5	8.6	7.3
Benefit of college is monetary	53.1	52.6	49.0	57.5
Students help evaluate fauclty		80.1	78.4	76.5
Abolish college grades		40.6	33.3	37.3
De-emphasize organized sports	19.5	27.2	24.5	24.1
Regulate student publications	47.9	24.4	23.0	26.7
College has right to ban speaker	36.0	20.8	18.0	21.0
Prefer treatment for disadvantages	39.7	36.7	34.6	35.1
Col.too lax on student protests	44.8	36.1	31.3	32.8
Adopt open admissions at public col		27.5	22.5	31.4
Use same degree standard for all		79.1	77.4	78.4

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
AMERICAN COUNCIL ON EDUCATION